

## AMA Authorizes New Credit Category

[Steve Passin](#)

Thu, 2013-05-30 13:23

With an impetus from the Association of American Medical Colleges, led by Dave Davis, MD, Barbara Barnes, MD, and Carol Goddard, and preceded by a period of pilot testing, the American Medical Association Council on Medical Education has authorized academic CME providers to certify a new category of American Medical Association Physician's Recognition Award (AMA PRA) Category 1 credit: *Learning from Teaching for academic endeavors in both undergraduate medical education (UME) and graduate medical education (GME)*.

These new credits are only to be certified by academic teaching centers (i.e., medical school UME and GME and hospital centers that offer GME), and they are predicated on a collaborative process between the CME offices at those institutions and their UME/GME offices. Teacher-learners must complete an application for credit and/or special planning notes that document typical Accreditation Council for Continuing Medical Education planning criteria, and they must document the outcomes of their learning-through-teaching experience.

According to the AAMC, the purpose of *Learning from Teaching* initiatives is to “formally recognize and document the learning activity that occurs as a result of interacting with, teaching, and assessing the competence of students and residents.” The AAMC also points out that, due to the expansion of traditional teaching sites from the main campus to community-based venues, it has become necessary to rely on [volunteer](#) teachers as opposed to only full-time [faculty](#).

### Eligibility Requirements

To be eligible to certify new *Learning from Teaching* in UME and GME credits, CME providers must meet the following requirements:

- They must be a national organization that is accredited by [ACCME](#) or by a state medical association recognized by ACCME.
- The institution must be Liaison Committee for Medical Education—and/or Accreditation Council for Graduate Medical Education—accredited.
- Applying faculty must be willing to document what they learned through teaching in UME and/or GME.
- The CME office must have adequate staff to manage and document this new type of learning in accordance with ACCME's Criteria for Accreditation and the AMA PRA rules.

### The Planning Process

According to the ACCME, *Learning from Teaching* activities are essentially “personal learning projects designed and implemented by the learner with facilitation from the accredited provider.” The ACCME reinforces that these activities are expected to be developed in compliance with all applicable ACCME *Criteria for Accreditation* and policies, and that they must facilitate practice-based learning and improvement. In the case of *Learning from Teaching* activities, “practice-based” can mean the teacher's professional teaching

practice.

Importantly, the teacher-learners must document the gap in knowledge, competence, or understanding that required research, updating, reflection, or the development of materials relative to the teaching assignment (Criterion 2). Relative to Criterion 3 (the intended results of the activity), the ACCME suggests that such outcomes could include:


- Improved teaching skills
- Improved patient management
- Better understanding of pathophysiology
- Other types of improvements in the teacher's competence or performance as a teacher

Likewise for Criterion 6 (universal competencies), *Learning from Teaching* activities are particularly germane to the ACGME Competencies, including:

- Medical knowledge
- Clinical practice/patient care and procedural skills
- Professionalism
- Systems-based practice
- Practice-based learning/improvement
- Communication skills

See Figure 1 below for an example of a planning document uniquely related to *Learning from Teaching* activities.

[Print Form](#)



## Documentation of Learning Associated with Teaching Medical Students and Residents

**INSTRUCTIONS:** To be eligible for AMA PRA Category 1 credits, the teacher applying for CME credit must do the following:

1. Provide certification from either the Undergraduate Medical Education Office or Graduate Medical Education Office at <name of academic provider> that verifies that you are an approved faculty member(see signature block at the end of this form for that purpose).
2. For GME teaching, ensure that the GME Office also verifies at the end of this form that the residency/fellowship program in which the proposed course is being taught is ACGME-accredited.
3. Types of teaching activities that are approved for credit include: formal presentations to medical students and residents; development of cases and clinical problems; supervising clinical or simulated activities; instruction on clinical or other skills; assessing learner performance in clinical or simulation settings; mentoring QI or PI projects; and, mentoring of scholarly activities.
4. Teaching faculty may receive two AMA PRA Category 1 credits for every one hour of activities undertaken representing learning associated with preparation of teaching medical students or residents as described above (rounded up or down to the nearest 1/4 hour).

**Name of Teacher Requesting Credit:**  **Date of Request:**

**This activity is for:** **Type of Activity:**  Formal presentation to students/residents  Supervising clinical/simulation activities

UME  Case development  Teaching clinical skills  Assessing learner performance  Mentoring QI or PI

GME  Mentoring scholarly activities  Other (describe)

**What gap in clinical knowledge/skills or in educational technique and understanding did you identify relative to your teaching work?**

**Related learning activities in which you engaged to prepare for this teaching assignment** (e.g., review of current literature, chart review/analysis, other reading, online search)

**What will be the result of this**  Improved teaching skills  Better understanding of pathophysiology

## Reporting Outcomes

The AAMC suggests these categories of potential outcomes from *Learning from Teaching* activities:

- Preparing for a student/resident encounter or teaching session
- Literature searching: updating bibliographies, synthesizing literature
- Researching case materials related to presentations
- Case discussion prompting questions and information-seeking
- Researching clinical questions online or in journals and other text sources
- Reflection on teaching encounters and undertaking improvements, developing learning/teaching plans
- Developing educational materials related to case or clinical problems

Learners can't reflect on these

**teaching experience for you**  
(check all that apply):

Improved patient management     Other

**ACGME Competency Domains you plan to address in your teaching**  
(check all that apply):

Medical knowledge     Clinical practice / patient care and procedural skills  
 Professionalism     Systems-based practice     Practice-based learning/improvement  
 Communication skills

Page 1 of 2

outcomes by merely by checking off a box. Rather, each learner requesting this credit should describe under each applicable category the

improvement they made as they prepared to teach medical students and/or residents. See below for an example of an outcomes form for *Learning from Teaching* activities.



Print Form

## Learning from Teaching

Outcomes from Learning Associated with Preparation for Teaching  
in Undergraduate Medical Education and Graduate Medical Education

**Instructions to Teachers Applying for AMA PRA Teaching Credits:** As the final stage in your learning experience related to teaching, please reflect on the outcomes of your personal educational experience in the preparation for teaching medical students or residents. Indicate what you learned in the categories of *Learning from Teaching* below that were applicable to your specific teaching assignment. Insert text describing specific competence, skills or knowledge gained from each applicable aspect of your preparation for teaching.

1. Preparing for a student/resident encounter or teaching session		<input type="checkbox"/> NA
2. Literature searching; updating bibliographies; synthesizing literature		<input type="checkbox"/> NA
3. Researching case materials related to presentations		<input type="checkbox"/> NA
4. Case discussion prompting questions and information seeking		<input type="checkbox"/> NA

Page 1 of 2

## Validation of Approved Status

*Learning from Teaching* activity files must contain evidence that the individual is an approved teacher or member of the faculty and, if it is a GME-based teaching assignment, that the residency program in which the teacher is teaching is ACGME-approved. The sample planning document includes two sections in which the learner obtains signatures from bona fide authorities from the institution that verifies these two points. Figure 3 shows a suggested format for this documentation from the planning document.

## Documentation of Credit Claimed

The second page of the sample *Learning from Teaching* planning document shows how a teacher-learner can document the time he or she spent in each potential applicable segment of a *Learning from Teaching* activity (as shown in Figure 4).

**Submission of Application for Teaching Credits by Teacher**

**Calculation of Time Spent Preparing for Teaching**—Please complete the categories of potential areas of preparation for teaching that are applicable to your teaching assignment (enter total minutes rounded up or down to nearest quarter hour):

1. Preparing for a student/resident encounter or teaching session	<input type="text"/>
2. Literature searching; updating bibliographies; synthesizing literature	<input type="text"/>
3. Researching case materials related to presentations	<input type="text"/>
4. Case discussion prompting questions and information seeking	<input type="text"/>
5. Researching clinical questions online or in journals and other text sources	<input type="text"/>
6. Reflection on teaching encounters and undertaking improvements: developing learning/teaching plans	<input type="text"/>
7. Developing educational materials related to case or clinical problems	<input type="text"/>

The credit worksheet shown in Figure 3 reiterates the seven potential categories of learning from this type of activity and asks the learner to indicate the number of minutes (rounded up or down to the nearest quarter-hour) spent in each category (or to check “NA”). Once the CME office receives the planning form, it adds the minutes together.

Figure 3: Excerpt from the *Learning from Teaching* planning document that captures credits claimed from the learner

**Validation of Approved Teacher Status**  
 I certify that the applicant is an approved member of the faculty/teacher  for UME  for GME

Signed By \_\_\_\_\_ Title: \_\_\_\_\_

**Validation that the Teaching Activity is for an Approved Residency Program (for GME only)**  
 I certify that this teaching activity is for an ACGME-accredited program

Signed By \_\_\_\_\_ Title: \_\_\_\_\_

This becomes the number of AMA PRA credits authorized for the learner.

## Learning from Teaching and PARS

Figure 4: Excerpt from the *Learning from Teaching* planning document relative to verification of teaching status and accredited residency program

*Learning from Teaching* activities

are reportable in the ACCME's Program and Activity Reporting System, also known as PARS. While the ACCME allows providers to group *Learning from Teaching* activities into one activity for reporting purposes, this is only applicable when all learners are claiming the same number of credits (i.e., their total claimed credits add up to two, for example). In most cases, since this is an individual learning experience, the number of credits claimed by the learners will vary considerably, and therefore—practically speaking—each *Learning from Teaching* activity may be a separate reportable activity in PARS.

You can download the sample planning form and the outcomes form for a *Learning from Teaching* activity here: [www.passinassociates.com/downloadmmm](http://www.passinassociates.com/downloadmmm).

**Steve Passin** is president and CEO of Steve Passin & Associates, CME consultants and advisors based in Newtown Square, Pa. He can be contacted at [passin@passinassociates.com](mailto:passin@passinassociates.com).

**Source URL:** <http://meetingsnet.com/cme-regs/ama-authorizes-new-credit-category>